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ABSTRACT

This document contains the reports and final recommendations of the 1973-74 Pennsylvania Student Advisory Board. Established by the State Secretary of Education, the board provides a forum for high school students to review issues of major concern at the State level and to recommend new ways of dealing with the issues. The areas selected by the 1973-74 advisory board included: (1) curriculum standards, (2) field experiences, (3) guidance personnel and services, (4) student rights and responsibilities, and (5) teacher observation/evaluation. Each of the five committees was assigned a resource person from the staff of the Department of Education whose role was to provide students with written material and to respond to questions from the students. (Author/PC)

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STUDENT ADVISORY BOARD

1973-1974

Prepared by
Executive Office
Pennsylvania Department of Education

CG 009 602

Commonwealth of Pennsylvania
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Department of Education
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OA-501 12-67 COMMONWEALTH OF PENNSYLVANIA

July 24, 1974

SUBJECT Report of 1973-74 Student Advisory Board

TO Interested Parties

FROM John C. Pittenger
Secretary of Education

The following pages contain the final recommendations of the 1973-74 Student Advisory Board in the areas of curriculum standards, field experiences, guidance personnel and services, student rights and responsibilities, and teacher observation/evaluation. These recommendations were arrived at by the members of the board, who were elected by their fellow students in the Intermediate Units and who came to Harrisburg six times during the school year to explore the five topics which they selected at their first meeting in October. (For further information on the board, see Appendix A.)

The content of this report does not necessarily represent the views of the Department of Education. My charge to the Student Advisory Board was to study issues that they considered to be of broad importance to students in the Commonwealth, to do as much research into the issues as they felt appropriate and to present their recommendations to me. From the outset, they understood that there was no guarantee that I would agree with them or that I would attempt to implement their recommendations.

Each of the five committees was assigned a resource person from the staff of the department whose role was to provide students with written material and to respond to questions from the students. The final recommendations in each section do not necessarily represent the views of these resource people.

Copies of this report have been sent to all superintendents, school boards, secondary school principals, Intermediate Unit executive directors, Intermediate Unit student forum advisers, student council presidents, student council advisers, and members of the State Board of Education and the Student Advisory Board as well as to Pennsylvania Association of School Administrators, Pennsylvania Association of Secondary School Principals, Pennsylvania State Education Association, Pennsylvania Federation of Teachers, Pennsylvania School Boards Association, Pennsylvania Association of Student Councils, Pennsylvania Youth Education Association, Parent-Teachers Association and the media.

I welcome your comments and reactions.

IN MEMORIAM

The Student Advisory Board wishes to dedicate this report to Michael B. Sufrin, who served his fellow students of the Commonwealth as a member of the board from September 1973 until his death on March 7, 1974. Mike's active participation in the board's deliberations was characterized by intelligence, wit and enthusiasm. His contributions will long be remembered by the Student Advisory Board.

CURRICULUM STANDARDS

Introduction

Many schools in the Commonwealth succeed in teaching the basic tools of education. A smaller number succeed in teaching the skills of information management, but a frighteningly large number of schools have failed this task. The systems of the urban core and poorer systems, operating at financial and social background disadvantages, are falling further behind.[1]

Methods of instruction often neglect the needs of students falling outside the "norm" group. The concept of curriculum planning in all too many areas tends purposefully or by consequence to do one of two things: (a) to glorify the "average" or "normal" group or (b) to neglect that group while catering to to "below average" pupils. All too often the effect is to alienate and polarize the population involved. Meanwhile, the community at large sees "shop kids," "commercials" and "college preps" as being in reality "slow," "average" and "bright" students.[2]

Among the problems curriculum planning suffers is a tendency to create a rigidity that locks the student into a single track. A student in one track is often not permitted to take subjects in another. This serves only to stifle the desire to expand personal and educational horizons.

Perhaps one of the hardest transitions to make in life is the one from the classroom to the outside world. After 12 years of carefully regulated life in which most, if not all, decisions are made for them, students suddenly find themselves sitting behind a desk or working at a job where suddenly no one makes their every decision. No one rings a bell every time a new phase of the work is to be entered into or a new task begun. Result: The transition from the confines of the educational system to the real world is often traumatic. One of the underlying themes of educational goals is that education should serve to prepare students for the world. And curriculum design must more closely reflect this aim if we are to accomplish this job.

Content Areas

What are the basic educational fields in terms of cognitive outcomes?

A. Communications and Language Arts

1. Reading
   a) Fundamentals
   b) Development of skills
   c) Applications

2. Writing
   a) The foundations
   b) Development
   c) Applications

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[1]As measured by dropout rate. Latest nationwide estimates indicate dropout rate may exceed 20% in these systems.

[2]Report of the Citizen's Commission on Basic Education, Harrisburg, PDE, 1973, p. 11.

3. Speaking for increased effectiveness
4. Vocabulary and word skills
5. Analysis
   a) Techniques
   b) Applications

B. Mathematics and Related Skills

1. Foundations
2. Mathematics in everyday life
3. Problem-solving: a method of attack
4. Mathematics and logic

C. Historical Perspectives

1. National history
2. The history of the Commonwealth
3. The backgrounds of various cultures
4. Historical trends
5. Analysis and projection

D. Science and Technology

1. Scientific methods of thought
2. The foundations of physical and biological science
3. The consequences of technological development
4. Resources and their use
5. Mechanical skills
6. Future applications

Expected Outcomes

What are desired outcomes of education? What standards, what measures can we look to as criteria for an evaluation of the success of an educational program? Following are our recommendations regarding goals of minimum achievement in the content areas identified above:

A. Communications and Language Arts

1. To clearly understand a written article on the level of a local newspaper column or story.

2. To write an anaylsis of that article in clear, effective language and to draw conclusions from it.

3. To successfully undergo a verbal examination challenging the conclusions reached in the written statement.

4. To demonstrate knowledge of word meanings, both in and out of context.

B. Mathematics and Related Skills

1. To solve simple mathematical problems and perform simple computational tasks.

2. To prepare a budget, balance a checking account, complete tax forms, or solve similar problems involving everyday money transactions.

3. To solve sample problems using mathematical methods.

4. To recognize and identify fallacies in given chains of reasoning.

C. Historical Perspectives

1. To demonstrate knowledge of important facts and an analysis of trends of world, national and local history.

D. Science and Technology

1. To demonstrate the general scientific principles and the scientific methods of problem-solving.

2. To demonstrate knowledge of basic physical and biological processes, including the principles of basic health care and first aid.

3. To identify and/or repair defects in technical and mechanical devices in common use.

4. To demonstrate the mastery of the technologies of survival in the world as an independent individual.

5. To demonstrate awareness of recent technological advances and to speculate on their possible effect.

Calming Some Fears

No Shakespeare? No Milton? No more advanced calculus? This won't improve education, it will destroy it! Academic heresy!

To the contrary--these goals are intended to provide minimums, not maximums. In no way are they intended as absolute final products; they are intended as minimal cognitive competencies.

What these recommendations would mean is that we put the classics in perspective, that we go back to the original philosophy underlying their presence in the educational system. The reason we started out to study Shakespeare was not to learn Shakespeare for its own sake; the reason was, and ostensibly still is, that Shakespeare is a master of the language.

This transition is apt to take time, as it involves changing some deeply entrenched and widely held beliefs on cognitive outcomes.

Testing and Evaluation: A New Perspective

All too many schools measure their success in terms of how many students go on to college or, internally, how well their students do on nationally standardized achievement testing programs. A 10-point deviation from the mean score shakes confidence throughout the school. And too many systems tend to use the results as a measure of the final level of potential the student will rise to. One hears serious concerns being voiced that the achievement level curve has been steadily going downward on tests, like the Scholastic Aptitude Test (SAT). We think no one is seriously about to make the assertion that students are significantly less well schooled or informed today. Some educational authorities have speculated that the cause of this trend is that the testing procedures no longer measure the full spectrum of education, that testing methods simply have failed to keep pace with the changing nature of education in the last few years.

Comparative testing procedures will be with us for a while to come, but their use should be rechannelled. The Citizen's Commission on Basic Education in the Commonwealth of Pennsylvania has recently recommended that the routine use of group I.Q. and nationally standardized testing programs for the purpose of placing students in particular instructional groups or curricular tracks be discontinued.[3] What are the alternatives? Testing procedures with a diagnostic emphasis, the widest possible employment of individualized placement procedures, weighted scale alternative tests, and broad-spectrum approaches similar to the Commonwealth's Educational Quality Assessment program. Until that shift is made, however, what can we do? We can start by reorienting the existing programs of evaluation in the direction of more personalized, diagnostic applications. And all programs of study, whether instituted by the school or the student, that tend to artificially inflate the test scores should be immediately discontinued.

To implement these goals will require a two-fold effort: technological and philosophical. First, technological--educators cannot allow themselves not to take advantage of new tools and new media. Semester courses, mini-courses, field work, and case studies perhaps will never replace the more traditional learning setting, but they can form a substantial supportive structure for the basics of education. Schools with huge student populations should no longer be built. Existing large plants should be phased out, due to possible adverse effects of large size on educational quality. It has been estimated that teachers lecture 80 per cent of the time. In an age of audio-visual electronics, educators should be encouraged and helped to use the systems made available to them.

Next we will consider the philosophical changes. Cognitive education in the seventies must focus on a preparation for life. Increasing numbers of our young are going on to higher education at high cost to seek the things they cannot find in the basic educational system: the prestige of higher education and the fulfillment of a more meaningful and relevant educational curriculum. Let us move rapidly toward a new goal. The minimums outlined earlier are only a beginning. Curriculums which sharply delineate courses should be laid to rest.[4]

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[3]Citizen's Commission on Basic Education, pp. 41-42
[4]Citizen's Commission on Basic Education, p. 47

Other Concerns

The schools should be required to provide:

1. Programs designed to expose the student to a broad variety of the arts, humanities and social sciences. (We disagree with the Citizen's Commission on Basic Education's implication that students can somehow be required to obtain an appreciation of these matters.)

2. Programs designed to expose the student to a broad spectrum of occupations in society and to provide the student with essential information concerning the options he or she has after leaving school.

Schools should also be required to:

1. Develop programs to relate classroom learning to the world at large (i.e., field experience programs).

2. Expand the methods of obtaining credit for filling these goals to include traditional course completion, equivalency evaluation, independent study and field experiences.

   The Curriculum Standards Committee of the Student Advisory Board 1973-74 determined that the Carnegie Unit system limits the amount of "real" knowledge that the student can and should acquire from learning institutions and is therefore ineffective. The reason the committee supports this rationale is that we feel the student is tied down to complete a minimum amount of hours of a subject and not necessarily made to show competency in the subject area. We feel that a student should have to show a minimum competency in given cognitive outcomes without having to fill required hours in a class to achieve credit.

3. Institute ways to evaluate the effectiveness of their programs, using EQA-type procedures, and institute comprehensive school evaluation by a team of educational professionals, students and the community at a maximum of every two years and a minimum of every five years.

4. Develop programs which either involve the student in, or simulate, real life to extend his/her ability to apply his/her knowledge.

5. Develop programs which maximize the variety of options available to the student in pursuing an education.

6. Encourage students to take courses after they have met minimum competency standards.

7. Allow students, with the approval of parents and administrators to leave school prior to the end of grade 12 if they have successfully completed the prescribed programs based on competencies.

8. Work with colleges and universities in helping them adopt a competency system.

Conclusion

We urge today's educators to take a serious look at innovations such as field experience, mini-courses, open classrooms. We ask that these concepts not be looked upon as passing fads, but as beneficial ways to augment the educational quality of schools. We further feel that expanded student responsibility in terms of curriculum choice and life experience will enhance the academic caliber and practical usefulness of educational programs.

FIELD EXPERIENCES

Introduction

At the beginning of the '73-74 school year, the committee on field experiences determined that its purpose was to promote or "sell" the field experience idea throughout Pennsylvania. We found the actual theory already well researched and described in such documents as "Learning Outside the Classroom" and others made available to us by the Department of Education. Rationale and benefits to students, teachers, administrators and the community were spelled out in these publications.

The committee published its own pamphlet to promote the development of student interest in field experience programs. We define field experiences as: that learning which occurs outside of the traditional classroom for which the student is given recognition within the existing educational framework. We have divided these experiences into three main categories: occupation oriented, work study and classroom related. (For additional information see the pamphlet on following page.)

Results from our pamphlet questionnaire, now being compiled by our committee and PDE, will be used to convey to school district and community people the interest that students have expressed in field experience education. The following recommendations, if acted upon, should create a greater awareness of field experience theories and programs and act as a catalyst to those seeking such programs and alternatives for their individual schools or districts.

Recommendations

1. Students exposed to field experiences throughout their entire education will be less likely to view deviations from the traditional classroom situation as vacations. Exposing the students to varying methods of education will make them more adaptable (especially, if done in the earlier grades) to different concepts of learning.

   RECOMMENDATION: Field experience programs should be incorporated at all levels of education, kindergarten through grade 12.

2. Teachers should be assisted in adapting to concepts which may be entirely new to them.

   RECOMMENDATION: In-service and pre-service programs for teachers and prospective teachers for training in dealing with field experiences. Intermediate Units should be responsible for handling in-service programs and colleges and universities should be responsible for teacher training at the pre-service level.

3. The community at large must be committed to the value of out-of-school learning experiences if they are to succeed.

   RECOMMENDATION: School districts should create programs to make the public aware of the need for field experiences and opportunities to develop such experiences at local and state levels.

4. Extensive field experience learning programs create a need for decision-making on the part of the school board. Thus, school board members should be adequately informed of the philosophy behind such programs.

   RECOMMENDATION: School boards need to be educated concerning field experience concepts and programs.

5. Some insurance policies and child labor laws may hinder the adoption of some programs.

   RECOMMENDATION: The Department of Education should review insurance policies and child labor laws relevant to field experience programs.

6. The energy problem may be with us for a long time. There are ways to circumvent problems in many areas (bicycles, public transportation, etc.). When priorities are established to deal with a crisis, field experiences should not take a back seat to extracurricular activities.

   RECOMMENDATION: The Department of Education should maintain a high priority for field experience programs regardless of energy or fuel problems.

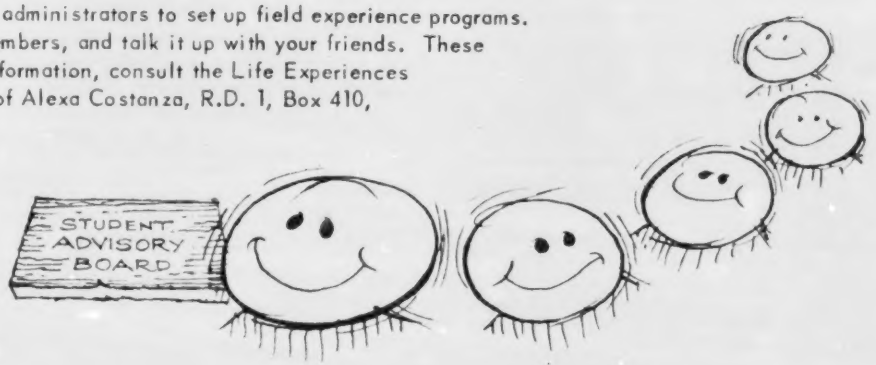
7. Many students plan their education by college priorities.

   RECOMMENDATION: The Department of Education should make colleges and universities in the Commonwealth aware of the benefits that college-bound students may gain from field experience programs.

BEST COPY AVAILABLE

How can I help get this program in my school?...

Make a commitment to act. Ask your administrators to set up field experience programs. Consult your teachers, involve community members, and talk it up with your friends. These are just a few basic guidelines. For more information, consult the Life Experiences Committee, Student Advisory Board, in care of Alexa Costanza, R.D. 1, Box 410, Apollo, Pennsylvania 15613.

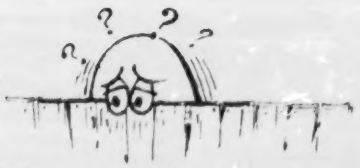


Now we need your help!!...

Please answer the following question carefully and return it to the address above. Student opinions are the key to bringing the "Life Experiences" program to your school.

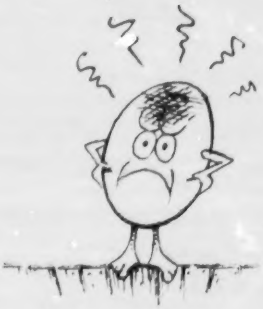
The "Life Experiences" Committee on Secretary Pittenger's Student Advisory Board highly recommends that every high school in the state of Pennsylvania instill, or provide for some variation on, the "Life Experience" theory. The majority of the students at _____ school in _____
(name) (city)
do agree / disagree with this theory.

What am I going to do?...



Are you constantly being pressured by parents and school about your future? Are you going to college? Do you want to be a doctor, lawyer, or an Indian chief? In the past, all boys were to become engineers or farmers and girls were to be nurses or teachers. But just a minute, this is the 20th century! People on the moon and rapid transit! With all this progress . . .

Why don't I know what to do?...



Probably because you have only been exposed to limited areas of occupation. Uncle Joe is a doctor, Dad works in the foundry, and Mom makes great cookies, but. .

How can I decide what to do?...

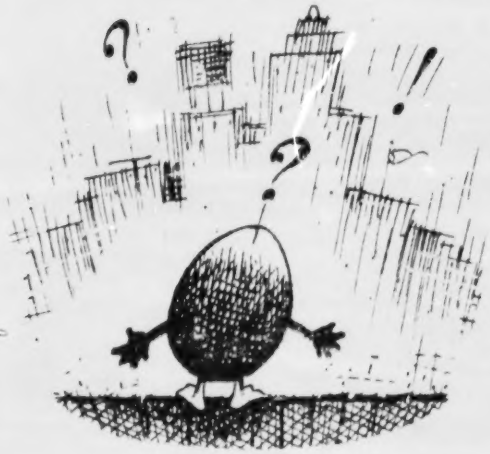
The best way to decide what you want to be is to expose yourself to many different areas of job opportunities so that you will be able to make a good comparison. Sounds great, right? The program behind this theory is called "Life Experiences." This is a revolutionary idea in educational processes. "Life Experiences" are opportunities of exposure within the framework of our present educational system.

There are three major types of "Life Experiences":

1. Occupation-oriented. This prepares the student so he or she can make an intelligent career choice through exposure to as many careers as possible.
2. Work-study. A student can earn money working within his or her community while learning about the job.
3. Classroom-related. This takes place within the framework of the classroom. For example, a social studies class might spend three days a week on traditional assignments and the other two days on related field experiences in their community.

Would my school cooperate?...

Sure, it would! There are numerous advantages for the school itself through the "Life Experiences" program. For example: improved teacher morale, improved relations between school and community, reduction of the need for elaborate and expensive school facilities, improvement in attendance rates, and reduction of drop-out rates.



Would my community care about it?...

Sure! Look at it this way: The "Life Experiences" theory would equip students with a better understanding of community problems, help students adjust to full-time employment after graduation, and allow community members more opportunity to influence schools and their curriculum.

GUIDANCE PERSONNEL AND SERVICES

Introduction

Guidance services in Pennsylvania are in need of improvement in terms of quality, type and quantity so that trained professionals and community resource people can combine forces to assure that all students will (1) develop an understanding of themselves and their relationships with other people and (2) be able to make important decisions about their academic and moral development.

Guidance services should neither be mandated for each student nor perfunctory in their delivery. Routine interviews at regular intervals do not meet the test of responsiveness to student needs. Some degree of informality and spontaneity should characterize the relationship between providers and users of guidance services.

Many students are saying that they need guidance services which they are unable to find in their own schools, both to deal with immediate academic and personal problems and to prepare for the independence and responsibility with which they will have to deal after grade 12. In the midst of these large-scale needs, there is no clear-cut definition of the counselor's role, no mandate that guidance services be available throughout the educational system, little flexibility in student choice of a compatible counselor, and no large-scale input from the community or outreach to the community in assuring the availability of services to meet these needs.

To speak to this situation, the following report is divided into five sections: possible roles for the counselor as change agent, community resources which can be brought into the schools, community resources which can be linked with students outside the schools, peer counseling, and the role of teachers in guidance.

1. Possible roles for the counselor as change agent

In this section we examine roles which guidance counselors can play in fostering change within the schools. Although some guidance counselors may not want to be change-oriented, we feel that it is an important factor to consider when establishing or modifying a guidance program.

It is not necessary for the administrator in charge of a school to be change-oriented in order for change to take place. Although guidance counselors carry neither the leadership designation, nor the major responsibility for the entire school program they can generate enough influence to create change. However, the major impetus for change does lie with the administrator in charge.

Change-oriented guidance counselors must look to the faculty for allies in their effort to promote change. Since they do not have to be identified with either faculty or administration, counselors should have the flexibility to deal productively in a nonadversary way with both teachers and administrators.

Following are listings and explanations for a number of roles which guidance counselors can play in their schools. It should be recognized that counselors may not be able to assume every role and that many of these roles overlap.

a. The Creative Critic

The creative critics are counselors who constantly call into question the validity of the traditional concepts of the school as an

institution. They should be idealistic and they should direct criticism toward structures and not persons. These types of guidance counselors do not carp at principals or at teachers who resist change, but examine the openness of the system they are operating under and try to create an educational climate which fosters the development of new ideas. Obviously, this role is for guidance counselors who perceive themselves as committed to change and the generation of new plans.

b. Feedback

For a school to be able to change for the better it must know where change is needed. Much of this information comes from students themselves. The most obvious feedback that counselors can provide for the institution is what they hear from the students. Of course, this does not refer to confidential personal information given in counseling sessions, but to the range of attitudes and experiences that students communicate to counselors in the course of their contacts with them. Counselors should be a prime source of information on the impact that the school has on students. That information is then fed back into the system, i.e., passed on to the faculty and administration.

Feedback goes in more than one direction. Guidance counselors should facilitate the opening of lines of communication among students, administration and faculty. Communication is the important aspect here. If counselors are to be seen as agents of the students and advocates of change in the system, students will be more likely to heed them when they communicate institutional positions.

c. Resident Social Researcher

In this role, guidance counselors constantly turn their attention to how the system is functioning and in what ways it is helping and in what ways it is hindering the accomplishments of its legitimate purposes. Perhaps counselors are best suited to view the schools, since they must work with the administration, faculty and students. It may take some concerted investigation to clarify what the problems are and how they might be dealt with. In this role, counselors would provide systematic analysis of the functioning of the schools through attitude surveys and other research techniques.

d. Student Advocate

This role stands in direct conflict to the role played by counselors who operate what is called "a ministry of adjustment". The counselors who are willing to accept the role of the student advocate are never satisfied with adjusting students to a faulty system. Rather these counselors always seek on behalf of the students to bring about an improvement in the situation. This is not to be confused with giving the students what they want. Standards of legitimacy, relevancy and responsibility apply to students as well as counselors. But it would seem evident that students will accept, more willingly, responsibility that is sought from them by counselors whom they see as working for them, than they will from counselors whom they have come to know as only interested in their adjustment to the system.

e. Developmental/Preventive Role

It is almost impossible to conceive of change-agents without seeing them as developers and presenters. That is to say, the changing of the system is largely desired as a means to prevent the development of problems that would otherwise emerge. To do this the counselor must always be tuned in to the developmental needs of the student population. Thus, the change-agent role is interrelated with preventive mental health and sound educational development.

Conclusion

Counselors who presume that they can fulfill useful roles in the school by remaining in their offices and seeing students one at a time are an anachronism. It has been the purpose of this section to point out to guidance counselors possible roles they may use as change-agents. However, for guidance counselors to assume the role of change-agents they must first recognize the need for change.

If guidance counselors assume a change-agent role they may generate conflict. It is important that guidance counselors know how to channel the conflict and have it end with beneficial results.

"Channel" is the most important word here. There is no point in creating conflict that will get out of hand. It is important to bring conflict into the open in such a way that it promotes growth of constructive change. Guidance counselors must assist those involved in the conflict to deal with it and each other so it becomes a creative, not a destructive, experience.

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2. Community resources to be incorporated into the school guidance program

Communities are composed of people. In most communities there are schools, and in most schools there are guidance programs. It is our feelings that guidance programs should take advantage of the people in the community, since all people in some way can assist students in personal development. Most importantly, people in the community can help students learn about themselves. People are "outside resources" and important resources are parents and volunteers. In bringing these resources into the schools, counselors will have to play a major role in organizing and assessing the success of these people's efforts.

a. Parental Group Counseling

We feel counseling programs at any educational level should include parents. Many parents often want desperately to be able to communicate with their children but find themselves increasingly unable to do so. It is often parents who experience most acutely the frustrations and loneliness of the generation gap. As a result, counselors are likely to find themselves with a group of parents who are willing, and often eager, to participate in some form of group counseling. How counselors go about setting up such groups should be left up to them. However, extensive preparation should be made so that everyone is familiar with the techniques involved, so that the degree of defensiveness will be minimized. After the groups have been organized, counselors may want to work with a group made up of parents only; then again, they may wish to work with groups made up of both students and parents. In both cases, the primary objective of the group is to talk about the problems in communication that each one encounters.

An approach designed primarily to avoid actual confrontation is to use the students as an audience while parents meet as a group. Then the situation should be reversed.

In any case, the counselor should prepare the parents, as well as the students, prior to any group situation in which a parent and a child, as well as any other student, are involved. If groups are not prepared correctly some family structures might be severely shaken by parental ventilation and revelation. Parents should know what they are going to be asked before they appear with, or in front of, their child or other students.

Counselors may set up "rap" sessions with teachers, too, using the same techniques used during parent-student sessions.

b. Community Involvement Project

Concerned citizens who are willing to work with youth can be invited into the schools for discussions or raps. One way to encourage people to come into the schools is to send out letters with registration forms to residents or organizations in the community, like the Elks, Eastern Star, PTA's, etc., and places of worship in the district. Counselors must use their talents in every way they know to recruit community people, even if it means advertising in local newspapers.

The groups should be structured on the basis of a few factors that we see essential to the implementations of successful group experience. Some of these factors include the purpose of the group, its size, the expected duration of the group, expected outcome and the setting in which meetings should be held. Counselors should be prepared to draw from a large range of group techniques and processes and to use appropriate combinations of these counseling approaches to reach and insure the success of these groups.

What should go on in the groups after they are formed should be flexible. Basically, it would be a rap session during which the students and the people involved may talk out--and hopefully come to some conclusions about--problems involving the school, the community or life in general. Guidance counselors may want to form subgroups to deal with specific topics. The purpose of varied topics is to clarify the values of the individuals involved. Examples of topics are marriage, addictions, juvenile delinquency, religion, money, venereal disease, premarital sex. All the discussions should remain confidential. Appropriate people from the fields should attend. For example, if there is a discussion on juvenile delinquency, a member of the police force should be on hand.

Last, but not least, counselors should try to develop a list of community resource persons who are willing to discuss various occupational and educational opportunities with students.

c. College Visitations and Job Interviews

Section 1417 of the School Laws of Pennsylvania and Chapter XI Section 11:21 of the State Board Regulations deal with legally excused absences from school because of health laws or religious holidays. It says nothing concerning absence for college appointments or job interviews.

We recommend that the following section be added to the State Board Regulations:

> "A pupil may be excused from school for college visitations or job interviews. Such absences may be granted only upon written request from the parent or guardian."

Furthermore we recommend that, if a student misses a test because of this, he or she must be given the right to take an alternate test or examination. If the student misses work, he or she shall be responsible for making it up.

d. College and Job Orientations

According to statistics obtained from the U.S. Office of Education national longitudinal study of the high school class of 1972, 50 per cent of all the seniors surveyed planned to go to college, nine per cent planned to attend a trade or business school. All in all, close to 60 per cent of the students plan to further their education after high school.

Because it is important to choose the right college or business school, we suggest that evening programs be structured so representatives from colleges, universities and employers can be invited to speak to students.

Guidance counselors should be responsible for making the arrangements. By participating in these programs students can gain additional information on colleges and job opportunities and may be introduced to a college or job which they had never considered. This program could be done in a larger scale through the Intermediate Units.

We realize some students are occupied after school hours, thus making college and career nights useless for them. We suggest that counselors schedule speakers during school hours and that students be dismissed from classes to attend the meetings with the speakers.

Speakers who visit schools provide students a chance to ask questions which may not be covered in pamphlets or any other information resources. Students will hopefully be more informed about colleges and therefore can make the correct choice.

A calendar which includes the date, time and identity of speakers should be posted in a place that is accessible to all students. A student wishing to attend a particular session would then sign up in the guidance office or at the place so designated by the person in charge.

3. Community resources to be used by students outside the school

Overloaded guidance programs and overworked counselors do not benefit students, teachers, administrations and communities to their fullest potential. However, there is a way, at little or no cost, to alleviate the load on guidance counselors. In every community there are agencies and organizations which deal with the drug problem, mental health, family counseling, medical clinics, runaways, etc. Their services are usually confidential, efficient and dependable; and they are often free. Certain professional and medical advice can be obtained through these programs, whereas schools may not have such advice available. Information about these programs can be incorporated into the guidance program with beneficial results.

It is important that all the information be from programs that are accredited and that the information be obtainable from one place in the school. Collecting this information is no easy task. All the agencies, organizations and programs must be thoroughly examined and their accreditation known before students are encouraged to go there. This information should be collected from programs within a reasonable geographic area. The collecting could be done by counselors, student organizations or Intermediate Units. It is important, though, that all the information be reviewed annually, if not more often. All questions or complaints about a certain agency should be directed to the people who are responsible for reviewing the information, so they can make necessary additions or deletions.

There are various ways in which the information could be posted or distributed. First, it must be established what information should accompany the name of each program. We suggest the following:

1. Address
2. Phone number
3. Short description of the service that is offered
4. Fee (if any)
5. Restrictions (if any) on who is eligible for the service
6. Who runs the program
7. Confidentiality

These seven pieces of information are important to clarifying the listings. After the information is collected, it could be posted at one place in the school that is accessible to all students, or printed in a booklet distributed to all students.

Guidance counselors are not meant to be overlooked once this program is initiated. Many students will still prefer to discuss with counselors such school problems as course selection, scheduling and career planning. Out-of-school agencies, programs and organizations are for students who prefer outside help or for kinds of help not available in the school. Since this system would benefit all the students, it should be encouraged in every community.

4. Peer counseling

One of the students on the board attends a school (Archbishop Prendergast in Drexel Hill) which has instituted a successful peer counseling program to open communications and improve interaction among peers. How the program, called ROAD (Reach Out And Discuss), was formed and how it functions are described below. The Student Advisory Board commends this example as a model which other schools in the Commonwealth may wish to follow in developing their own peer counseling programs.

ROAD:

Students interested in serving as peer counselors were asked to sign up in the guidance office. This was followed by intense screening by the guidance counselor, after which a student coordinator was chosen. A workshop was organized by the Archdiocese of Philadelphia and attended by the guidance counselor and student coordinator.

The workshop was primarily directed at building a foundation for a peer counseling program for high schools. It consisted of mini-sessions involving the different techniques in counseling: one-to-one counseling, group counseling, sensitivity sessions. On return from this two-day workshop, the student coordinator contacted other students who had indicated interest in the program.

In preparation for actual operations, a workshop dealing with techniques in peer counseling and drug education was held, followed by a two-week session conducted by a psychologist at a nearby hospital. Having intended to focus primarily on drugs, the peer counselors quickly discovered that drugs were symptomatic of larger problems, such as self-awareness and values clarification. So a new training approach was developed involving two staff members of local counseling centers and one staff member from the Intermediate Unit.

After almost two years of operation, the program is well received by students, faculty and counselors. To make it work elsewhere requires many of the same elements in terms of qualifications of peer counselors, the environment in which the sessions are held and the basic ground rules.

To be effective the peer counselor must be a good listener who has a broad outlook on life, respects the opinions of others, knows his or her own values but does not force them on others, and can handle responsibility and leadership.

For the technique to work, a separate room, preferably away from classrooms, must be reserved for use solely by students. All information must be confidential, a policy that should be understood by all involved.

5. The teacher in guidance

The traditional role of a teacher involves conveying information to students While many teachers reject this role, many students, particularly at the high school level, feel that the teacher cares only about the subject matter and not about them as people. It is our belief that the entire teaching-learning process can be enriched if interested teachers are appropriately encouraged to play a guidance role in the context of their classroom responsibilities.

All teachers are individuals, each with different characteristics. We are not trying to limit teachers to a certain stereotype with definite characteristics. If the impression that all teachers are alike is given to students, they would develop a distorted concept of adults and of society as a whole. The purpose of educating teachers in the area of guidance is to help teachers help students to the best of their ability.

The first training that teachers need is to be able to recognize emotional handicaps or psychological problems of students. Because teachers see students daily they are more apt to pick up day-to-day changes in students' personalities. To observe these characteristics, teachers do not have to become personally involved with students; they may only have to relay what they have learned to the proper guidance personnel. In such situations, teachers must respect students' rights to privacy in their affairs. Therefore, if certain students do not desire help, teachers should not pursue the issue.

Some students may desire to bring all of their problems to a particular teacher. Often teachers do not know how to handle such situations. Proper instruction in the art of listening could be the only ingredient needed for these teachers. Possibly a student has deeper needs than just a listener. Each teacher should know how to handle these situations, (i.e., how to counsel a pregnant girl, drug addict, or product of a disturbed home). All students do not have such major problems. The minor difficulties students run across daily often are not understood by teachers today. Therefore, we advocate that teachers try to keep in step with youth today.

We encourage that the education of all teachers include basic concepts in personal, peer and group counseling. This may prove difficult to implement, since few teachers desire to go back to school to become re-educated. The in-service hours could be used to relay the needed skill to the teachers.

Individuals in our present society have a hard time finding their roles in society. Students may question whether anyone cares for them, since many areas of their lives are so impersonal. This need to be wanted is sometimes not being met in their homes. Because students spend so much time in school, the school should make an effort to meet these needs. Therefore, personal involvement with students should be encouraged.

This involvement should include teachers. It was previously mentioned that a teacher should take interest in any student who attempts to establish a direct relationship with the teacher or in a student who has an obvious emotional problem. Teachers who are so inclined ought to encourage relationships of greater depth. The above statement does not include all teachers, since some are not at ease in this type of situation. By the same token, not all students will be at ease in this type of situation and should not be pressured into personal relationships with teachers.

For student-teacher relationships to take place, time should be made available both in and out of class. Many teachers, when they have free time, cannot be found by students. Time for teachers to interact with students on this basis ought to be made mandatory in each school. All teachers should observe a high degree of confidentiality regarding the matters they discuss with students.

High school subject matter covers a broad spectrum of courses. Each area of study opens a new avenue to more areas of education and job opportunities. Teachers, being professionals in their fields, are presumed to know where their courses lead in job opportunities and relevance to life today. It is important that students also learn these things. If students know why the courses are applicable to life in general, they may be more motivated to learn. Consequently, teachers should pass this knowledge on to their students.

There are so many ways that teachers can become involved in counseling students that the preceding ideas are far from complete. But in all situations, teachers should know their limitations in the area of guidance and should try not to overextend themselves. The most important fact to keep in mind when trying to have more teachers involved in guidance is that each teacher and each student is different, and neither the teachers nor the students can be forced into establishing personal relationships.

Other concerns

We have considered many aspects of guidance which can be improved so there will be more efficient counseling programs. But, in Pennsylvania there is no school law requiring guidance. Therefore:

> The Student Advisory Board believes that a wide range guidance service is an integral part of education and should be implemented in each school as promptly as possible.

Another point which has been made repeatedly in our report is that each person is an individual. Because of this fact we also recommend that if more than one counselor is available students should have the right to change counselors on the grounds of incompatibility. There are numerous ways to improve guidance, and we trust these recommendations have compelled thought which will ultimately lead to change for the better.

STUDENT RIGHTS AND RESPONSIBILITIES

The primary job of the Student Rights and Responsibilities Committee was to formulate a consensus of views on Student Rights and Responsibilities from the Student Advisory Board for presentation before the Council on Basic Education of the State Board. We feel that this job has been competently completed. Our primary goal is to see passage of the bill as the ultimate end to our efforts, and we are happy to see that this goal is almost at hand.

Our work is best summarized in the testimony prepared for the Council on Basic Education. This document is attached to provide insight into the Student Advisory Board's attitudes toward the bill that was proposed to the State Board of Education in November 1973. However, we have further recommendations on the implementation of its provisions:

1. (a) We recommend that a procedure be instituted by the Department of Education through which students may appeal actions in violation of their rights as provided by the bill. If unsolved at the local level, a student's case may be presented at the state level.

   (b) We feel that it is the state's responsibility to set up an enforcement system to grant students redress for their grievances. If direct appeal to Harrisburg would create an unwieldy administrative problem, the Intermediate Units would present a good preliminary level of appeal to the Department.

It is hoped that implementation of 1 (a) and (b) would create an atmosphere of respect for the bill's stature and meaning by school officials and set formidable consequences for serious violations.

2. We reiterate the need for wide distribution of the bill to make it meaningful and practical.

   (a) Publish and distribute the bill to all secondary school students and in addition, be copied and published along with other rules and regulations of the local school district.

   (b) We recommend that the bill be published in sufficient quantity. Copies should also be distributed to the parents of elementary, middle and junior high school students by administrators. Gaining the cooperation of the PTA would be extremely helpful in meeting this task. Also, if a district publishes a newsletter, it could use its mailing list for distribution.

In light of the fact that many rights outlined in the bill have been on the books for some time but have not always been recognized by the educational community, careful enforcement and broad distribution are essential in transforming the bill from theory on paper into concrete action.

3. Aside from a provision for complaints, it is very likely that there will be questions about the bill's meaning and content. The Deputy Attorney General for the Department of Education shall be responsible for interpretation, and the address of that office should be included within the bill, along with an explanation of the position.

4. We recommend that public relations be pressed to present the bill to the students. Posters published by the state, Intermediate Units or local schools for school and community bulletin boards would be effective. We also recommend videotape and public television as effective media.

5. The Student Bill of Rights and Responsibilities can be an asset to teachers and administrators, who will have a firm basis upon which they can defend their actions if they operate within its standards. Therefore, it is essential that they, along with the students, have a full understanding of the document. We suggest that the following be used so that students, teachers and administrators may become familiar with the document's concepts:

    a. Principals' Intermediate Unit meetings,
    b. Intermediate Unit Student Forums,
    c. Teachers' meetings,
    d. Local in-service programs,
    e. Social studies, PDE and legal education classes,
    f. Pennsylvania Youth Education Association, Pennsylvania Association of Student Councils, regional and statewide conferences.

The Student Bill of Rights and Responsibilities was written in answer to a very real need of the educational system. Its effectiveness depends on successful dissemination, implementation and enforcement.

1973-74 STUDENT ADVISORY BOARD
STATEMENT ON STUDENT BILL OF RIGHTS AND RESPONSIBILITIES
STATE BOARD OF EDUCATION HEARING
FEBRUARY 28, 1974
Delivered by Richard Frankhouser

A basic element of American democracy has been the realization and protection of individual rights. These rights, which we contend to be inalienable, are guaranteed without discrimination to all citizens by the First Amendment. The academic intentions are of a noble and commendable nature; however, either through ignorance or by design, human rights have been denied the student population of our public and private schools.

The Student Advisory Board strongly recommends that, in the interest of democracy, Pennsylvania join over a dozen other states in adopting and implementing a Student Bill of Rights and Responsibilities.

Admittedly, some schools already afford students the rights enumerated in the proposed document. However, many neglect the student rights issue completely. It is the gross inconsistency existing from district to district, and the reality that rules may change with administrative personnel that illustrate the need for state intervention.

The adoption of a bill is not at all untimely. Several school systems within the Commonwealth have already initiated their own rights statements. Notable are Philadelphia and Pittsburgh. Others, like Monaca High, which recently loosened its formerly spartan dress code, and Bentworth, which has adopted no-vote student representation on the school board furthering student involvement in policy making, exemplify a general trend toward acceptance of the bill's philosophy.

The Student Bill of Rights and Responsibilities is not merely indicative of momentary student dissatisfaction. People of all ages, representing a variety of positions, have become increasingly aware of the need for a student rights statement.

In Chapter 8, section 7 of the Report of the Citizens Commission on Basic Education, that body, formed by the Governor to study our educational process, stated in no uncertain terms:

> "The State Board of Education should adopt a statewide bill of rights and responsibilities with provision for implementation by local school boards."

The adoption of a student rights bill would not only protect individual students from unjust treatment, but would also effectively augment legal education. Objective number five of the Ten Goals for Quality Education as adopted by the State Board of Education in March of 1965 demands that:

> "Quality education should help every child acquire the habits and attitudes associated with responsible citizenship."

It is obvious that surrounding students in an environment where they may experience the protection and the burden of human rights is instrumental in achieving this honorable goal.

The Student Advisory Board, through its wide representation, has been confronted with the school of thought that the time for mobilization to gain student rights has passed. The sixties are gone and so is the fight for civil liberties. Belief in such a state of affairs is misguided and narrow in scope. Demonstrations en masse may have died down, but violation of student freedom has not.

The following are recent cases where rights were either abridged or denied outright:

1. In Intermediate Unit 28, an entire seventh grade homeroom was denied the privilege of attending a school assembly because of actions by two pupils whose involvement was known to the instructor.

   Such discriminatory punishment of a group for the offenses of a few individuals is unfair. The proposed bill would regulate blatantly unjust disciplinary action.

2. The editor of a school newspaper was removed from her position for including a satire on the school administration as editorial copy. Punishment was administered by the principal without provision for appeal.

   This is a clear violation of freedom of expression. And since no opportunity for redress was extended, due process also becomes an issue. Arrogant denial of basic rights should not be tolerated.

3. In another case of repression, the sponsor of a school paper that had previously won a first place Columbia Press Award was discharged from her position when an article on the degrading treatment of school athletes by the coaching staff was published. Although the material had been reviewed prior to printing, as was the custom, the paper was recalled after publication. The principal took over as editor and reduced the number of issues by one half, claiming insufficient time to fulfill the duties of his self-appointed post. The Student Bill of Rights and Responsibilities provides that no paper shall be censored solely because it represents an unpopular or critical viewpoint.

4. The student council president of an Intermediate Unit 13 high school, who was 18 years of age and able to purchase cigarettes without breach of law, was expelled permanently for smoking on school property. This usurpation of the student's right to a free education is in itself an infringement. But the violation is all the more reprehensible when the triviality of the offense and the student's position in school affairs are considered.

The Student Bill of Rights and Responsibilities originated in the Student Advisory Board report of 1973. Over the past few months, it has been reviewed by teachers and administrators alike and revised to meet more feasible standards. This year's Student Advisory Board favors passage of the bill as a giant step in attaining more judicial treatment of students, in providing a solid foundation for appeal by all parties involved in disagreements and confrontations by establishing rules before the fact, and in furthering general understanding of the Constitution by confronting young people with its mechanics first-hand.

We believe the bill comprehensively covers the student rights problem. However, in its present two-part format (policy/guidelines) certain issues have been left impotent--vulnerable to broad local interpretation. Therefore, to bolster the bill's effectiveness, we respectfully advise the following changes for the Policy and Guidelines on Student Rights and Responsibilities in Pennsylvania:

1. We strongly recommend that corporal punishment be prohibited by law in all schools in the Commonwealth. However, if it must be used, we support the statement in Part V of Policy dealing with this matter. We further recommend that Part 9 of Recommended Guidelines be included in Policy and be changed to read:

    - Corporal punishment must be administered only by a duly authorized official--the principal or the principal's designee.

    - The student must be informed of the nature of the infraction by the principal; and there must be a discussion leading to a determination of guilt or innocence, and a speedy administration of punishment, if necessary.

    - Corporal punishment must not be administered to students for doing poorly or failing to do academic work. Mass punishments are prohibited.

2. We recommend that Part VII of Policy be amended to include Part 3 of Recommended Guidelines and be corrected to read:

    - The behavior and progress of the expelled student must be reviewed once a semester and a decision made by the school board at that time on whether the expulsion is to be continued or whether the student is to be readmitted.

3. We recommend that Part 2 of Recommended Guidelines be included in Policy and be amended to read:

    - Regulations must be established and class schedules arranged so that some students may attend school to earn their diplomas, and be able to take off part of the school day to hold down a job.

    - School districts must not offer the right to a free public education on an all or nothing basis, which means the student must report in the morning and stay through the afternoon. Such a policy severely restricts the ability of students, who must support themselves or who have families to support, to receive an education. It also denies the student the educational benefit to be derived through such job experiences and through being at least partially self-supporting.

4. We recommend that Section 6-A, paragraph 3 be included in Policy and be changed to read:

    - Each school district in the Commonwealth should create a Community Advisory Committee composed of students and other interested parties, such as administrators, faculty, etc., to

assist school officials in developing new, relevant, and useful course offerings.

5. We recommend that Section 6-B of Recommended Guidelines be deleted and the following included in Policy:

   - Each school board in the Commonwealth should have one student elected representative serving on the board in at least a no-vote advisory capacity.

6. We recommend that Section 6-C also should be included in Policy and should read:

   - Students must be free to establish and be encouraged to participate in student government that provides all students a voice in school affairs through a representative system. Student government must represent the interests of the students in the formulation of school policies, curriculum development, and disciplinary procedures, in a cooperative effort with the school faculty and administration.

   - Students must be permitted to participate in the conception and development of the charter for their student government, subject to administration and school board approval. The charter must establish policies concerning: (a) the purposes of the organization; (b) the rules for conducting elections and campaigns including provisions insuring nondiscriminatory practices; (c) the degree to which the student body has power to allocate student activity funds; and (d) the extent of the organization's access to the school's communications resources within guidelines established by the school board of directors.

7. We recommend that Section 6-D should be included in Policy and be changed to read:

   - Procedures for the establishment of student organizations must be adopted. Any group of students which has an approved faculty sponsor must be permitted to establish an organization that may make use of school facilities.

   - Student organizations must not advocate or be formed for purposes which conflict with Commonwealth law, nor may they discriminate against applicants in terms of race, creed, sex or national origin.

8. We recommend that Part 7, paragraphs 3, 4, 6 and 7 in Recommended Guidelines be included in Policy and changed to read:

   - All offenses must be considered on an individual basis.

   - Disciplinary records should be kept apart from academic records and must not be a part of the student's permanent record.

   - Students must not be required to perform work for the school as punishment, unless it is to clean up messes that they have caused themselves.

- Students must not be punished as a group or at large for the offenses of known or unknown individuals.

9. We recommend that Section 8, sentences one and two be included in Policy and changed to read:

   - The First Amendment to the United States Constitution grants the people the right to petition the government for a redress of their grievances. Each school district must adopt and publicize a step-by-step procedure for the resolution of personal concerns of the students, with final appeal to the office of the Secretary of Education.

10. We recommend that Section 11 be included in Policy and changed to read:

    - The student must be permitted to release his/her transcript to a college or employer without the parent's permission; however, the parents should be notified following such action.

    - Access to the student's permanent file must be limited to the student, the parents and those school officials who have a satisfactory reason for examining the file.

    - The following general policies must govern the collection and administration of student records:

      1. A student's permanent record file must include only this information: identifying date (including names and address of parents or guardian), birth date, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, student activities and/or medical records;

      2. Other records must be available only to the student, his/her parents or guardian, and the school staff. These records shall be considered temporary and shall be destroyed when the individual leaves the school;

      3. All records must be periodically reviewed by the principal or his/her agent to expunge old and irrelevant material;

      4. The parents or the student may respond in writing to any documents appearing in the student's file which they believe to be improper.

11. We recommend that Section 12 be included in Policy and be changed to read:

    - Students must be informed of the conditions governing the use of school lockers when locker assignments are made.

    - Searches must only be made by an official duly authorized for that purpose by the principal. When a student's locker is being searched, the student must be notified and given an opportunity to be present. The search of a particular locker must only be made upon a reasonable assumption that the student is secreting evidence of an illegal act.

- Blanket searches of every locker must not be permitted, except for an emergency like a bomb scare, or for an inspection for cleanliness.

- A pat down search of a student's person should be done by an appointed official of the same sex where all students are involved.

We recommend that paragraph 2 of Section 13 be deleted.

The Student Advisory Board harbors a fear that this bill, no matter how honorable the intentions, could be rendered useless if standards concerning such important topics as due process, flexible attendance requirements, and student input into school board affairs are only made as recommendations, employed at the discretion of individual school policy makers.

Our recommendations are aimed at transforming suggested guidelines in Part 2 of the bill into binding regulations in attempt to improve the consistency of procedures in the Commonwealth school systems.

Although vocal dissent and position statements can make a formidable display of initiative, they do not meet the end in themselves; mere rhetoric is limited in its persuasiveness.

TEACHER OBSERVATION/EVALUATION

Background

During the first meeting of the Student Advisory Board on October 19 and 20, 1973, the Tenure-Teacher Evaluation Committee was formed in response to the belief that teacher observation/evaluation, as it stands now, is not extensive enough to provide the valuable insights that students can give their teachers. We felt we could help teachers by using an observation questionnaire and by showing them, through the students' eyes, their positive and negative teaching methods.

At first we had an interest in the tenure system but we found that both evaluation and tenure were too involved to study simultaneously. We did not feel we were qualified to suggest revision of, or an alternative to, the tenure system, so tenure was dropped from consideration and the committee concentrated solely on teacher observation/evaluation.

Initially, members of the committee obtained questionnaires where they were available and in use in Pennsylvania and elsewhere in the nation and discussed their contents with teachers and administrators in their own schools. Then, at the March Student Advisory Board meeting, after the committee had framed a draft questionnaire, they invited representatives from the Pennsylvania State Education Association to discuss with them their intentions concerning the observation/evaluation questionnaire, and to request that PSEA endorse it so that pilot testing of the observation questionnaire could be facilitated.

The PSEA staff members suggested that representatives of the committee give a report to the Instructional and Professional Development Council which met in Harrisburg on April 19 and 20. Judy Nolley attended the meeting and reported on how the questionnaire might be distributed and collected, the rationale for the rating scale and the degree of specificity of the questionnaire.

Recommendations

The high school students in Pennsylvania should have the opportunity to provide constructive input to their teachers concerning their techniques and their professional relationship to students. This recommendation is made in order that students may be able to help their teachers to improve the quality of their teaching and to determine the effectiveness of classroom instruction. A questionnaire represents one type of instrument useful to gather such information. It is our intention that the results from any questionnaire be used solely to help the teacher gain knowledge of his or her strengths and weaknesses and not to be used by the administration to determine teacher ratings. These questionnaires should be anonymous, with the findings known only to the individual teacher. After the collection of the tabulated questionnaires, each teacher would be responsible for assuring that the results remain confidential.

The majority of the board felt that the idea of students observing and evaluating their teachers with a questionnaire should be optional as far as the teacher using it, but that each high school principal annually remind and encourage each teacher to use it.

Most teachers do want to improve themselves; therefore, there is no need to mandate the use of a confidential questionnaire. Teachers will not feel pressured and resentful toward an optional questionnaire and thus will be more open-minded about the results.

A minority of the board felt that some form of questionnaire be made mandatory, to be used by each teacher in every class. While this procedure would have the advantage of all teachers getting the benefits of the results for improvement, some teachers may feel resentful and pressured if they are forced to use it and might thus be less amendable to applying its results.

We recommend that teachers complete a self-assessment before the students observe them and then compare the results. This would give the teachers a chance to see if they are effective in the areas they think they are.

We also recommend that the observation/evaluation be done twice or more a year in order to illustrate to the teacher his or her improvement through the second half of the year on the second observation and to allow teachers of quarter or mini-courses to be observed and evaluated.

One of the most important facets of the observation/evaluation technique is the follow-up procedure. We trust that teachers who use the questionnaire will seek in-service training programs specifically geared to the areas in which the results indicate they need improvement.

We recommend that the questionnaire which follows be used as is, or as a guide in developing one that is more appropriate for each school district. If a school district decides to adopt its own observation/evaluation questionnaire, it is recommended that students be involved in the creation of the instrument. Districts may wish to adapt the basic model for use in special education or other classes in which circumstances dictate modifications.

Should a committee on next year's Student Advisory Board wish to pursue this topic and conduct extensive pilot testing with assistance of the PDE Research Division, we recommend the following procedures:

1) Select several of the districts in each Intermediate Unit, so that the overall pilot test will include rural areas as well as suburban and urban; small areas as well as large.

2) Select districts in which there are good relationships between teachers and administrators.

3) Discuss the implementation of this program with the superintendent and the principal in the schools in which it is to be tested. In turn, have the principal discuss the program with the teachers and explain the purpose of the questionnaire at a faculty meeting.

4) Upon agreement with the principal, have him or her recommend teachers from all grades in the high school (not below 9th grade) to participate in the testing of the questionnaire.

5) Have the principal review and comment in writing on the observation/evaluation questionnaire.

6) Have teachers review the questionnaire and make written comments for improvement of it.

7) As students observe the teacher, have them make any comments pertinent to the improvement of the questionnaire, i.e. word understanding, clarity of questions, additional questions, structure of questionnaire. It may be necessary to instruct the students who are completing the questionnaire as to its purpose and procedure necessary to complete it. In fairness to the teacher, do not have the students circle the numbers 1 through 5 after each question because the pilot test is solely for any comments about the questionnaire itself.

8) Have all questionnaires returned to the Department of Education for tabulation and analysis of students' and teachers' comments as these relate to the structure of the questionnaire.

9) A complete analysis and synthesis of the completed student, teacher and principal comments should be made jointly by the Student Advisory Board Committee (if it exists) and/or a staff member of the PDE's Division of Research. Then the final draft of the questionnaire should be submitted to the Secretary of Education.

Student Observation of Teachers and Teaching Techniques

The purpose of this teacher observation questionnaire is to help the teachers by enabling them to see their strengths and weaknesses through the eyes of their students. These questions were developed with this purpose in mind. Please answer these questions honestly and fairly with the thought that this observation questionnaire will in the long run help you, the student, as well as the teacher.

Directions: Please answer each question by circling the number that best describes your teacher. Also, we are interested in improving this questionnaire; please comment on the clarity and validity of these questions in the space provided on the right-hand side of this sheet.

		Comments
1. Discussions are relevant to this course.	5 Always 4 3 Sometimes 2 1 Never	
2. Lectures are relevant to this course.	5 Always 4 3 Sometimes 2 1 Never	
3. The teacher stimulates discussions.	5 Always 4 3 Sometimes 2 1 Never	
4. The teacher is willing to help you when you need it.	5 Always 4 3 Sometimes 2 1 Never	
5. The teacher creates an atmosphere of	5 Tenseness 4 3 Just right 2 1 Too relaxed	
6. The teacher is respected by you.	5 Always 4 3 Sometimes 2 1 Never	
7. The teacher willingly accepts constructive criticism from students.	5 Always 4 3 Sometimes 2 1 Never	
8. The teacher values student opinions.	5 Always 4 3 Sometimes 2 1 Never	
9. The teacher is fair and impartial in dealing with all students.	5 Always 4 3 Sometimes 2 1 Never	

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								Comments
10.	The materials of the course are presented in a manner that is easily understood.	5 Always	4	3 Sometimes	2	1 Never		
11.	The teacher varies manner of presentation.	5 Often	4	3 Sometimes	2	1 Seldom		
12.	The teacher remains on one subject area until most students understand it.	5 Always	4	3 Sometimes	2	1 Never		
13.	Class presentation is well organized.	5 Very well	4	3 Moderately organized	2	1 Totally unorganized		
14.	Class management and discipline is sufficient to avoid disruption of the learning process.	5 Always	4	3 Sometimes	2	1 Never		
15.	Teacher comes to class well prepared.	5 Always	4	3 Sometimes	2	1 Never		
16.	The teacher is enthusiastic about the subject being taught.	5 Always	4	3 Sometimes	2	1 Never		
17.	The teacher is patient.	5 Always	4	3 Sometimes	2	1 Never		
18.	How much time and work does the teacher expect you to devote to his class.	5 Too much	4	3 Just right amount	2	1 Not enough		
19.	Does the teacher have any personal mannerisms that are distracting.	Yes	No	If yes, explain _____ _____ _____				

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						Comments
20. It was clear how grades would be determined.	5 Absolutely clear	4	3 Somewhat clear	2	1 Unclear	
21. The homework assignments are helpful in understanding the course.	5 Always	4	3 Sometimes	2	1 Never	
22. Audio-visual aids are on your level of understanding.	5 Too Difficult	4	3 Understandable	2	1 Too Simple	
23. If a textbook is used, it provides a good understanding of the course.	5 Outstanding in value	4	3 Confusing	2	1 Outdated & irrelevant	
24. Textbooks are on your level of understanding.	5 Too Difficult	4	3 Understandable	2	1 Too Simple	
25. The tests are returned without excessive delay.	5 Always	4	3 Sometimes	2	1 Never	
26. The material presented on tests had been covered by the teacher prior to the test.	5 Thoroughly	4	3 Moderately	2	1 Not at all	
27. The teacher gives adequate time to complete tests.	5 Always	4	3 Sometimes	2	1 Never	
28. The tests measure your understanding of the main ideas of the course.	5 Always	4	3 Sometimes	2	1 Never	
29. Tests are explained after having been graded.	5 Always	4	3 Sometimes	2	1 Never	
30. Would you recommend this course to another student?	5 Definitely	4	3 Perhaps	2	1 No	

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	5 Always 4 3 Sometimes 2 1 Never	Comments
31. Cheating is present in this class.		
32. I took this course because	1. I wanted to take it. 2. I needed it to graduate. 3. I needed it for college. 4. Other. Explain: _____ _____ _____ _____	
33. If there are any comments you would like to make, please include them below.		

Thank you for your help and for answering each question honestly and completely. Any suggestions for improvement of this questionnaire may be listed on reverse side.

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APPENDIX A

OA-501 12-67 COMMONWEALTH OF PENNSYLVANIA

June 21, 1973

SUBJECT Intermediate Unit Student Forums
Secretary's Student Advisory Board

TO Intermediate Unit Executive Directors
Chief School Administrators
Secondary School Principals
Diocesan Superintendents
Non-public Secondary School Principals

FROM John C. Pittenger
Secretary of Education John C. Pittenger

The experience of 1972-73 in involving students in educational matters at the Intermediate Unit and statewide levels was, I believe, a very worthwhile and exciting venture for both students and administrators. It would not have been possible without your interest and support.

As I review my personal experiences with the Student Advisory Board and your comments about the Intermediate Unit Student Forums, it seems clear that most of the obstacles we encountered and the mistakes we made were the predictable results of trying something for the first time. As we move into our second year of operation, I trust we will encounter fewer mistakes. To assist you in that move toward greater efficiency and effectiveness, I have outlined below a set of recommendations for your consideration. (Other than the selection of members and the procedure for expenses, all these items are subject to modification by the Intermediate Unit Executive Directors.)

1. Selection of members

Every high school shall send two representatives, one junior and one senior to the Intermediate Unit Student Forum. These students shall be selected by their fellow students.

Every Intermediate Unit Student Forum shall send one representative to the Secretary's Student Advisory Board. This student shall be selected by his or her fellow participants in the Forum. Due to size, the Pittsburgh I.U. #2, Allegheny I.U. #3, Bucks County I.U. #22, Montgomery County I.U. #23, and Delaware I.U. #25 shall each send two representatives to the Board and Philadelphia shall send three.

I will reserve up to five discretionary appointments to assure race and sex balance and appropriate participation of vocational and non-public school students.

In all cases, alternates should be selected.

2. Meeting schedule

Students at both the Forum and Board levels indicated a desire to meet more frequently than last year. Accordingly, I have scheduled Board meetings on the following dates (all Friday-Saturday):

October 19-20	February 15-16
November 16-17	March 29-30
December 14-15	May 10-11

I have also extended the length of meetings. We will begin at noon on Friday and proceed until 3 p.m. (instead of noon) on Saturday.

I urge the Intermediate Units to schedule at least five meetings during the year, each lasting long enough to permit discussion and analysis of the issues.

3. Program content

I intend to continue the practice we began last fall of asking the students to determine what issues they wish to study. The only difference I recommend is that the Forums look into matters of local concern, and not try to deal with the same statewide policy matter as the Board.

If students are to really deal with specific issues over the course of an entire year, they need the resources of professional staff. The Forums may wish to ask student council sponsors, other teachers, or other Intermediate Unit staff to perform this function. If the students spend the first meeting getting acquainted, deciding on the issues, and setting up committees, the Forum adviser should be able to recruit the necessary resources in advance of the second meeting so the substantive work can begin promptly.

Students in the Forums should maintain close liaison between the Forums and their individual high schools. Students on the Board should do likewise with regard to the Forums.

The end result of the meetings should be a set of written recommendations as to how the particular matter under study can be improved.

4. Transportation and expenses

The Board will again hold all its meetings in Harrisburg. Transportation shall be arranged with the assistance of high school principals. Expenses shall be paid by the high school, which the Department of Education will reimburse. No student should be asked or required to pay for his or her travel. When possible, students should use public transportation (train, bus, plane) and not private cars to come to Harrisburg. The Department assumes all responsibility for students enroute to, in, and returning from Harrisburg.

High school principals will arrange and pay for students' transportation to Forum meetings. Here again, the use of public transportation should be encouraged wherever possible.

5. Communications

Students should assume the responsibility for communicating both orally and in writing to their high school principals about the progress of the Forums and the Board.

Forum advisers should distribute minutes of Forum meetings to all superintendents, principals, participants and the media.

Minutes of Board meetings will be distributed to participants and Intermediate Unit Forum advisers.

Students may wish to contact newspapers, radio and television stations to report on their activities and they should be encouraged to do so.

All participants should receive a mailing list with addresses and phone numbers of students, advisers, and staff resource people.

If you have any questions about matters noted above or related concerns, please contact my Special Assistant, Debra Weiner at (717) 787-8182.

I look forward to continued progress through your continued interest and support.

APPENDIX B

1973-74 Student Advisory Board Members and Advisers

Curriculum Standards

Michael Diamond
120 Red Rambler Drive
Lafayette Hill, PA 19444
Plymouth-Whitemarsh Sr. High School

Mark Firley
R.D. 1, Crescent Road
Freeland, PA 18224
Freeland High School

Rose Ann Kulp
Box 73
New Hope, PA 18938
New Hope-Solebury High School

Loretta McHugh
59 Northshire Court
Langhorne, PA 19047
Villa Joseph Marie High School

George Muller
807 Concord Place
Lansdale, PA 19446
North Penn High School

Julia Scheaffer
R.D. 2
McVeytown, PA 17051
Rothrock High School

Deborah Taylor from the Sacred Heart High School was elected to the Board in the fall, graduated from high school in January and thus left the Board in mid-year.

Wayne Taiclet
1023 Pemberton Street
Pittsburgh, PA 15212

Adviser - John Kennedy

Field Experiences

Cecelia Buechele
104 Fourth Street
East Brady, PA 16028
East Bardy High School

Alexa Costanza
R.D. 1, Box 410
Apollo, PA 15613
Kiski Area Senior High School

Roberta Gibson
1698 Church Street
Indiana, PA 15701
Pa. Youth Education Association

Cheryl Kline
3910 Grant Street
Reiffton, Reading, PA 19606
Exeter School District

Greg Scanlon
2721 Brownsville Road
Langhorne, PA 19047

Russ Warner
3854 Sassafras Street
Erie, PA 16509
Cathedral Preparatory

Michael Sufrin from South Hills High School was elected to the Board in the fall and died March 7, 1974.

Adviser - Joe Bard

Guidance Personnel and Services

Gregory Donelson
430 Oliver Drive
White Oak, PA 15131
McKeesport High School

Kristina Heinz
3501 Congress Street
Allentown, PA 18104
Parkland Senior High School

Helen Lawville
706 Foss Avenue
Drexel Hill, PA 19026
Archbishop Prendergast High School

Elizabeth Lightcap
5218 Knox Street
Philadelphia, PA 19144
Philadelphia High School for Girls

Karen Lucanik
State Road
St. Marys, PA 15857
St. Marys Area High School

Kim Nagel
Brant School Road
Wexford, PA 15090
North Allegheny High School

Joseph Quinetchette
3641 N. Marvine Street
Philadelphia, PA 19140
Olney High School

Sara Sunquist
Valley Hill Road
Malvern, PA 19355
Great Valley Senior High School

Adviser - Jane Stockdale

Implementation of Student Bill of Rights and Responsibilities

Jason Cooke - alumnus from 1972-73
1303 Washington Avenue
Lewisburg, PA 17837
Lewisburg Senior High School

Gerald Cox
1115 Chestnut Street
Chester, PA 19013
Chester High School

Michael Dahma
176 Jordan Street
South Heights, PA 15081
Ambridge Area High School

Richard Frankhouser
41 Oak Lane, R.D. 1
Stevens, PA 17578
Cocalico High School

Cynthia Kubas
Box 45, R.D. 2
Stoystown, PA 15563
Shade-Central City High School

Cassandra Morgan
5838 Hazel Avenue
Philadelphia, PA 19143
Bartram High School

Gene Nallin
Crescent Road, R.D. 1
Freeland, PA 18224
Scranton Central High School

Adviser - Ted Miller

Teacher Observation/Evaluation

Lee Byron
728 North Atherton Street
State College, PA 16801
State College Area High School

Bryan Carlin
1132 E. Third Street
Berwick, PA 18603
Berwick Area High School

LuAnn Inman
155 Center Street
Troy, PA 16947
Troy Senior High School

Judy Iskovitz
2836 Shady Avenue
Pittsburgh, PA 15217
Taylor Allderdice High School

Judy Nolley
604 E. Arch Street
Pottsville, PA 17901
Pottsville Area High School

Tom Pearce
608 Spring Street
Grove City, PA 16127
Grove City Area High School

Pam Ray
417 Penn Street
New Bethlehem, PA 16242
Redbank Valley High School

Charles Wilson
612 Cowpath Road
Hatfield, PA 19440
North Penn High School

Adviser - Wally Weaver